



COURSE DESCRIPTION

Social and Emotional Learning (SEL) for Inclusive Schools

"Teach empathy" is not something you can plan a lesson on. This week turns the nine competences of the European LifeComp framework into activities you can run in your own subject.

DURATION 5 days · 25 hours	LANGUAGE English (B1+)	GROUP SIZE Max 20 participants
DAILY SCHEDULE 09:30–15:00 Monday to Friday, with a break for lunch	AUDIENCE All school levels No specific prerequisites — open to all teachers and school staff.	CERTIFICATE Attendance + Europass Mobility
COURSE CENTRES Antalya · İstanbul · İzmir · Mersin · Budapest · Bremen · Rome Dates and cities of the scheduled sessions are listed on the course page.		

01 Overview

You take a European framework with nine named competences, work through what each one looks like as awareness, as understanding, and as something a student actually does — then rebuild your own lessons around them. The school here is yours: your subject, a class you know, your mixed-ability room.

- **Monday** — you map CASEL's five competencies and LifeComp's nine competences onto each other and mark where your own school already works and where it does not.
- **Tuesday** — you take the personal competences (self-regulation, flexibility, wellbeing) and turn them into things a student does in your lesson.
- **Wednesday** — you do the same for the social ones: empathy, communication, collaboration.
- **Thursday** — you connect the learning-to-learn competences to your subject teaching, which is what convinces sceptical colleagues.
- **Friday** — you take the week beyond your own classroom: to your school, to families, and to what you will ask for.

You go home with one page mapping all nine competences to what they look like in your subject, a rebuilt activity or lesson, built around a named competence, for each of the three areas, a simple way of noticing change that does not pretend to be a measurement, and a plan split into what you can do alone, what needs a colleague, and what you will ask your school leadership for. None of it needs a budget, a new platform, or a programme your school has to buy.

02 Course description

Social and emotional learning has a vocabulary problem: everyone uses the term, most schools mean something slightly different by it, and training often stops at naming five competencies and hoping the rest follows. This week is built to go further than the naming, using two frameworks that fit together rather than compete.

The first is the one most schools recognise. CASEL — the Collaborative for Academic, Social, and Emotional Learning — organises SEL around five competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. What often gets left off the poster is the other half of CASEL's model: the four settings it runs in — classrooms, schools, families and caregivers, and communities. Friday is about those.

The second framework is European, and it is the one this week is actually built on. LifeComp, published by the European Commission in 2020, sets out the "Personal, Social and Learning to Learn" key competence. It names nine competences in three areas: self-regulation, flexibility and wellbeing in the personal area; empathy, communication and collaboration in the social area; growth mindset, critical thinking and managing learning in the learning-to-learn area. Each one comes with three descriptors that follow the same logic — awareness, understanding, action.

That descriptor logic is what makes the week practical rather than conceptual. It is one thing to say a class should have empathy; it is another to separate being aware of someone else's feelings, understanding them well enough to take their perspective, and responding in a way that changes what happens next. Those are three different pieces of teaching, and they need three different activities. Tuesday to Thursday each take one area and work through its three competences at all three levels, and end with the participant's own material rebuilt accordingly.

The inclusion in the course title is not decoration. CASEL revised its framework in 2020 specifically to foreground the potential of SEL in promoting educational equity, and LifeComp describes competences that apply to all spheres of life and is designed to be adapted to different learning settings and target groups — including the mixed-ability, multilingual classroom this course works in. There the social competences do the visible work — an empathy activity that assumes everyone reads a room the same way will exclude the students it was meant to reach — so Wednesday works those descriptors directly against real classroom situations.

Thursday exists because of the argument every SEL advocate eventually has with a colleague who teaches an exam subject. The learning-to-learn area — growth mindset, critical thinking, managing learning — is where social and emotional work stops looking like an extra and starts looking like the thing that makes the lesson work. As UNESCO's Global Education Monitoring Report puts it, "learning has inseparable cognitive, social and emotional dimensions." Thursday turns that sentence into two lesson plans in your own subject.

This course teaches social and emotional learning as something students build over time. Emotional literacy as a tool a teacher reaches for during a live dispute — what to say first, what to ask next — belongs to *Conflict Management, Emotional Intelligence and Bullying Prevention in Schools*. A teacher's own stress and wellbeing belong to *Empowering Educators through Mindfulness and Well-Being* and to *Soft Skills for Strong Teachers*, and designing a school equality project, and deciding how to measure it, belongs to *Inclusive Education for Diversity and Equality*.

03 Learning outcomes

- 01 Map the nine LifeComp competences and CASEL's five onto each other, and say which of them your school already works on without calling it SEL.
- 02 Break any one competence into its three levels — awareness, understanding, action — and design a different classroom activity for each level.
- 03 Rebuild one activity or lesson in each of the three competence areas so that a named competence is being practised alongside the subject content, without losing curriculum time.
- 04 Make the case for social and emotional learning to a colleague who teaches an exam subject, in terms of how learning actually works rather than as a wellbeing add-on.

- 05 Notice and record change in a class over a term without pretending to measure it, using evidence a teacher can honestly collect.
- 06 Take SEL past your own classroom: a plan for your school and for families and caregivers, split into what you can do alone, what needs a colleague, and what you will ask your school leadership for.

04 Methodology

One Framework, All Week	The nine LifeComp competences are the spine of the course — introduced on Monday, worked through area by area, and still in use on Friday, rather than named once and left behind.
Awareness, Understanding, Action	Every competence is broken into the same three levels the framework itself uses, because "teach empathy" is not an instruction a teacher can act on and "here is the activity for the understanding level" is.
Your Own Lessons on the Table	Participants rebuild their own material during the week rather than discussing examples — what goes home with you is lessons you are going to teach, not a folder of someone else's.
Honest About Evidence	Where the research is strong the course says so; where a claim is popular but thin, it says that too, so participants can defend what they bring back.

05 Daily programme

Day 1

Two frameworks, one map

- **Icebreaker:** "Name it without the jargon" — in pairs, describe a student who is doing well socially and emotionally, using no framework language at all; the terms come afterwards
- Introduction to the course and participants
- Presentation of the schools of the participants
- CASEL's five competencies and its four settings — classrooms, schools, families and caregivers, communities — and why most training uses only the first half
- **LifeComp:** the nine competences in three areas, and the awareness-understanding-action logic that runs through all of them
- **Mapping exercise:** the two frameworks side by side, marking where they overlap and where LifeComp is more specific
- **Output:** a one-page map of the nine competences with, beside each, what your school already does about it — including the ones where the honest answer is nothing

Day 2

The personal area: self-regulation, flexibility, wellbeing

- **Warm-up:** "A day I stayed calm and a day I did not" — in pairs, one minute each on what helped and what got in the way, using no framework terms yet; it opens the self-regulation competence
- **Self-regulation at three levels:** recognising and naming an emotion, understanding and regulating it under pressure, and building the optimism and sense of purpose that keeps a student going

- **Flexibility:** the competence most curricula never teach — reviewing an opinion in the face of new evidence, and managing a transition without treating it as a failure
- Wellbeing as the framework defines it, and where a teacher's responsibility ends
- **Workshop:** turning each of the three into something a student does in your lesson rather than something the teacher talks about
- **Output:** three classroom activities, one per competence, written for your own subject and age group

Day 3

The social area: empathy, communication, collaboration

- **Warm-up:** a short listening exercise run at the "awareness" level, then repeated at the "action" level so the difference is felt rather than explained
- **Empathy in three steps:** awareness of another person's emotions, understanding them well enough to take their perspective, and responding in a way that changes what happens next
- **Communication:** register, context, and the descriptor most classrooms skip — listening and engaging with clarity and reciprocity
- **Collaboration:** fair sharing of tasks and responsibility in a group, and what it takes for that to work in a mixed-ability, multilingual class
- **The inclusion test:** running each activity against a real classroom where students do not all read a room the same way, and adjusting it so it does not quietly exclude the students it was designed for
- **Output:** one group activity redesigned so that the social competence being practised is explicit to the students, not just to you

Day 4

The learning-to-learn area: where SEL stops being an add-on

- **Warm-up:** "One thing I got wrong and then fixed" — in pairs, a small mistake in your own subject and what you did next; it opens the growth-mindset competence
- **Growth mindset at three levels:** noticing a fixed belief about ability, understanding where it comes from, and acting on it in feedback
- Critical thinking and managing learning at the same three levels — what a student does when weighing a claim, and when planning, monitoring and adjusting their own study: the competences that connect social and emotional work to subject results
- **The argument with the exam-subject colleague:** making the case in terms of how learning works, with the evidence stated at the strength it actually has
- **Noticing change without pretending to measure it:** what a teacher can honestly observe over a term, what a short reflection sheet can capture, and which claims a school should not make about its own students
- **Workshop:** two lesson plans in your own subject where a learning-to-learn competence is practised alongside the content
- **Output:** two subject lesson plans plus a one-page observation sheet you can actually keep

Day 5

Beyond your classroom: the four settings

- **CASEL's four settings in turn:** what changes when SEL moves from one classroom to a whole school, then to families and caregivers, then to the wider community
- **Back to Monday's nine-competence map:** which competences each of the four settings already carries, and which it leaves out
- What a school-level commitment actually requires, and what a single teacher can start without one
- **Families and caregivers:** what to send home, what not to promise, and how to talk about social and emotional learning with a parent who is suspicious of it
- **The honest split:** sorting the week's material into what you can do alone on Monday, what needs one colleague, and what only school leadership can decide — with the request for that last part drafted and addressed to a named role
- **Course evaluation:** discussing and assessing acquired competencies, feedback and course content
- Issuing Certificates of Attendance

PLEASE NOTE

Sessions run from 09:30 to 15:00, Monday to Friday, with a break for lunch. Timings can shift a little to suit the venue and the group.

Course activities and content may vary depending on participants' needs and the trainer leading the session; any changes are at the trainer's discretion. If there is a specific topic you would like included, please let us know — content-related requests must reach us at least 3 weeks before the course start date so we can confirm them in time.

06 Materials

- LifeComp: The European Framework for Personal, Social and Learning to Learn Key Competence (Joint Research Centre, 2020) — the nine competences and their descriptors, worked with every day of the week
- The CASEL framework: five competencies and four settings, used on Day 1 for mapping and on Day 5 for reach
- A printed descriptor grid — nine competences by three levels — that participants fill in for their own subject and take home
- A lesson-rebuild template used on Days 2, 3 and 4
- A one-page observation sheet for noticing change across a term without over-claiming

07 How to prepare

- There is nothing to prepare in advance, and no reading to do beforehand.
- It helps if you arrive thinking loosely about one class you teach regularly — the mix of students in it, and what already works. Nothing needs to be written down or looked up.
- You will rebuild your own lessons during the week, so bring whatever form your planning normally takes, in whatever state it is in. If you would rather work from a ready-made example, one is provided.

08 After the course

- Participants will receive their Certificate of Attendance and the co-signed Europass Mobility document.

- Participants will complete a general course evaluation and event survey.
- Participants will receive course materials, videos, photos, and PDF documents in both digital and print formats.
- Follow-up support: self-evaluation materials are provided. Depending on the group, an email group may be set up so that participants can keep exchanging ideas.

09 Why this is Erasmus+ eligible

The Erasmus+ Programme Guide opens its inclusion and diversity priority with the sentence this course works from: “The Programme seeks to promote equal opportunities and access, inclusion, diversity and fairness across all its actions” (Erasmus+ Programme Guide 2026, Part A – Priorities of the Erasmus+ Programme, p. 7). Access here is social and emotional rather than physical. The participant rebuilds their own lessons around the nine competences of LifeComp, the European framework for personal, social and learning-to-learn competence, so that the students who normally sit at the edge of a mixed-ability room have a defined way into the lesson — and leaves with material for their school and for families, not only for their own classroom.

10 What the course fee covers

INCLUDED IN THE COURSE FEE

- 25 hours of training and course materials
- Certificate of Attendance + Europass support
- On-site local support throughout the week

ARRANGED SEPARATELY BY THE PARTICIPANT

- Travel to the host city — invitation letter on request
- Accommodation — we share recommended options
- Travel & health insurance

ISSUED BY

Erasmus Mobility Academy

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COURSE PAGE

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ABOUT ERASMUS MOBILITY ACADEMY

Erasmus Mobility Academy (OID: E10304561) is an Erasmus+ training provider offering professional development courses for educators, school staff and youth workers across Europe. Our courses are designed for international mobility — open to participants travelling from a country other than the host country — and support schools in building lasting institutional capacity. We provide structured learning, logistical guidance and certification with Europass.